THE INCLUDING SAMUEL PROJECT PRESENTS
THE NEW ENGLAND INCLUSIVE EDUCATION
LEADERSHIP SUMMIT

FRIDAY, APRIL 10, 2009 | 9:00 A.M. – 3:00 P.M.
CENTER OF NH RADISSON, MANCHESTER, NH
Greetings!

Welcome to the 2009 New England Inclusive Education Leadership Summit! The collective knowledge and commitment gathered here today—from 15 states and Canada—is a statement unto itself that improving the educational opportunities of all learners is a high priority. We have designed this event around three fundamental principles: to learn from regional and national leaders, to have access to the latest evidence-based strategies, and to problem-solve with colleagues and peers.

Along with this guide, please take advantage of the comprehensive online resources we have organized at www.includingsamuel.com/resources courtesy of the Bubel Aiken Foundation.

If we can improve your experience today, please approach any one of the many staff members on hand. We also encourage you to provide feedback by completing the summit evaluation.

We hope you leave the summit today refreshed and reenergized with more tools at your disposal, a greater sense of community, and an even clearer path to creating greater equity in our classrooms. Thank you for joining us and for your work toward affecting lasting change in our schools and communities.

Sincerely,
The Summit Planning Committee
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This document is available in alternative formats upon request.
THE NEW ENGLAND INCLUSIVE EDUCATION LEADERSHIP SUMMIT
CONFERENCE SCHEDULE

8:00 a.m.   Registration and continental breakfast
9:00 a.m.   Welcome and Introduction by Dr. Jan Nisbet, Director, Institute on Disability and Dan Habib, Including Samuel filmmaker
9:15 a.m.   Screening of the film Including Samuel
            * Panel discussion will be taped by NHPTV for a broadcast of NH Outlook.
11:15 a.m.  Break
11:30 a.m.  Strands A-F: Facilitated by strand planning committees, including IOD staff members and individuals featured in Including Samuel
12:30 p.m.  Lunch
1:30 p.m.   Strands A-F: Continued
3:00 p.m.   Summit Adjourns / Optional Networking Reception

This event is presented in collaboration with
Introducing the new ‘Resources’ section of the Including Samuel website, sponsored by the Bubel-Aiken Foundation!

Go to www.includingsamuel.com/resources for cutting edge resources on inclusion, including downloadable articles, curriculum and essays, plus links to additional organizations and videos.

The resources are organized for:

- Teachers & Paraeducators
- Administrators
- Youth
- Parents & Family Members
- Self-Advocates
- Related Services Providers
- Community Members

This information will be updated regularly. Submit a new resource or link for consideration to dan@includingsamuel.com.

Note: All submitted Word Documents or PDFs must be accompanied by written permission from the copyright holder in order to be considered. Website links do not need this permission.
INCLUDING SAMUEL
A DOCUMENTARY FILM
BY DAN HABIB

Premiering on NHPTV
4/19 @ 9 p.m.
4/22 & 4/24 @ 10:30 p.m.
Followed each night by a NH Outlook special

INCLUDINg Samuel
A documentary film by Dan Habib/includingsamuel.com

Inclusion
The Right Thing To Do!

www.bubelaiken.org

Proud Sponsor of the New Resources Section at IncludingSamuel.com
The administrator strand will provide general and special education administrators with an interactive forum in which to learn how to lead schools where an ethic of caring and high standards work together to create an inclusive community of learners. The strand will be facilitated by Joe Petner, the principal featured in Including Samuel, and Cheryl Jorgensen, a nationally recognized scholar in inclusive education who has served as a critical friend to hundreds of schools engaged in comprehensive systems change.

STRAND PLANNING COMMITTEE

- Daniel J. Ferreira, M.Ed., CAGS, Director of Special Education, Bow School District, Bow, NH; Treasurer, NH Association of Special Education Administrators
- Cheryl Jorgensen, Ph.D., Program Coordinator, Institute on Disability
- Joe Petner, Ed.D., former principal, Haggerty Elementary School; Education Program Co-Director, CitySprouts Urban Garden Program
- Sandra Plocharczyk, M.Ed., Special Education Support Center Director, NH School Administrators Association
Inclusion is more than students just being in a regular education classroom. It’s about real membership, active participation, and authentic learning for all students—including those with intensive support needs. This strand will be led by a group of educators who have “walked the talk.” Susan Shapiro, an early childhood education professor at Plymouth State University, is a general and special educator who has facilitated students’ inclusion and authored of numerous books and chapters on inclusive education. Barbara O’Brien was Samuel Habib’s first grade teacher and serves as a mentor to many teams committed to inclusion. Cheryl Lampron, Samuel’s Paraeducator for the past 3½ years, has presented at several paraeducator trainings. Cathy Apfel is a national expert on the paraeducator’s role in inclusive classrooms and supporting students whose behaviors challenge the existing structure of public school systems. Practical strategies and opportunities for open discussion and problem solving will dominate this strand.

**STRAND PLANNING COMMITTEE**

- Cathy Apfel, M.Ed., Institute on Disability
- Cheryl Lampron, Associates in Business, Samuel’s Paraeducator, Beaver Meadow School, Concord, NH
- Barbara O’Brien, MA, CAGS, Primary Multi Age Teacher, Beaver Meadow School, Concord, NH
- Susan Shapiro, M.Ed, Faculty, Plymouth State University
SELF-ADVOCATES AND FAMILY MEMBERS
Facilitator: Dan Habib, IOD

Leaders in self-advocacy and parental advocacy will facilitate a community ‘town meeting’ on maximizing opportunities and overcoming obstacles on the path to inclusion. The collective wisdom of the participants and strand facilitators will address issues including creating cultural shifts around perceptions of disability, strategies for confronting persistent challenges in schools, working effectively with IEP teams and school administrators, and achieving lasting inclusion in the classroom, on the playground, and in the community.

STRAND PLANNING COMMITTEE

- CarolAnn Edscorn, Parent and Self-Advocate, Autism Ability Adventures, Jaffrey, NH
- Dan Habib, Including Samuel Project Director, Institute on Disability
- Anne Huff, Parent-Advocate, Concord, NH
- Keith Jones, Hip-Hop Artist and Disability Rights Activist, SoulTouchin’ Experiences, Boston, MA
- Trey Latulippe, Self-Advocate and UNH Undergraduate Student, Durham, NH
- Linda Quintanilha, Parent-Advocate, Bennington, NH
RELATED SERVICES PROVIDERS (OT, PT, SPEECH/LANGUAGE, AND OTHERS) AND STUDENTS PURSUING RELATED SERVICES DEGREES

Facilitators: Ann Dillon, M.Ed., IOD; Rae Sonnenmeier, Ph.D., IOD; and Norman Kunc, Self-Advocate

Related services professionals will explore the ways they can help the process of educating children in inclusive school communities. This related services community of learners will thoughtfully examine barriers, strategies, and leadership opportunities that ensure that services and supports help to build community while addressing individual needs.

STRAND PLANNING COMMITTEE

- Karen Gage Bensley, PT, MS, PCS, Physical Therapist, Seacoast Child Development Clinic and Clinical Staff, UNH
- Ann Dillon, M.Ed., OTL, Institute on Disability and Clinical Assistant Professor, Dept. of Occupational Therapy, UNH
- Debra Hiney, M.Ed., CCC-SLP, Deaf Educator, Educational Consultant, Seacoast Language and Learning
- Norman Kunc, M.S., Self-Advocate and Co-director of Broadreach Training and Resources Ltd.
- Rae Sonnenmeier Ph.D., CCC-SLP, Institute on Disability and Clinical Assistant Professor, Dept. of Communication Sciences, UNH
- Janet Wright MS, OTR, Adjunct Faculty, UNH, and President of Kidz Play Pediatric Therapy Centers and the NH Occupational Therapy Association Board of Directors
Join leaders in the field for a deep and thought-provoking presentation and discussion about the obvious and more subtle elements necessary for fully inclusive schools. Issues will include school leadership and mission statements, special education funding myths and realities, using local media to promote inclusion, and the participation of students with disabilities during field trips, after-school activities, and during recreation.

**STRAND PLANNING COMMITTEE**

- Susan Adams, NHPTV Knowledge Network
- Stacey Brooks, B.S., Parent-Advocate and Executive Director, Advocates Building Lasting Equality in New Hampshire (ABLE NH)
- Karen Knowles, PTO Treasurer and Co-chair of the Beaver Meadow School Playground Committee, Beaver Meadow School, Concord, NH
- Betsy McNamara, Parent and Member of Beaver Meadow School Playground Committee, Beaver Meadow School, Concord, NH
- Mary Schuh, Ph.D., Associate Director, Institute on Disability
- Karen Turner, Parent-Advocate and Member of Newmarket Parks and Recreation, Newmarket, NH
The New England Inclusive Education Leadership Summit

Strand Descriptions

Youth Leaders and High School Students

Facilitators: Frank Sgambati, M.S., IOD; Janet Hunt, People First of New Hampshire; and participants from the IOD’s Youth Empowerment Services project

What do young people have to say about their dreams and the strategies necessary to reach them? What are the components for success as young adults move from school to adult life? This session is open to teenagers through adults and will identify how participants can get involved in youth leadership activities around disability rights and inclusion in their schools and communities.

Strand Planning Committee

- Carrie Blake, B.M., Employment Connector, Neighborhood Connections/The River Center
- Deb Genthal, B.S., Project Coordinator, Youth Empowerment Services Program, Institute on Disability
- Janet Hunt, People First of New Hampshire
- Frank Sgambati, MS, Director, YES Program, Institute on Disability
- Maureen Tracey, B.A., Achievement in Dropout Prevention and Excellence (APEX)/Positive Behavioral Interventions and Supports (PBIS) Facilitator, Institute on Disability
- YES graduates from 2008-2009
Inclusive education is characterized by presumed competence, authentic membership, full participation, reciprocal social relationships, and learning to high standards by all students with disabilities in age-appropriate general education classrooms with supports provided to students and teachers to enable them to be successful. This document describes seminal policy statements, research articles, and reports that demonstrate the positive outcomes of inclusive education. Full citations are available by contacting cheryl.jorgensen@unh.edu.

- The Individuals with Disabilities Education Improvement Act of 2004 states: Congress finds the following:

  Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.

- Students with intellectual and other developmental disabilities educated in general education classrooms demonstrate better performance in reading and math (Cole, Waldron, & Majd, 2004) and significantly higher gains in adaptive behavior when compared to students with intellectual and other developmental disabilities educated in separate settings.
The largest longitudinal study of education outcomes of 11,000 students with disabilities, the National Longitudinal Transition Study, showed that more time spent in a general education classroom was positively correlated with:

- Higher scores on standardized tests of reading and math
- Fewer absences from school
- Fewer referrals for disruptive behavior
- Better outcomes after high school in the areas of employment and independent living (Wagner, Newman, Cameto, Levine, & Garza, 2006).

This positive correlation was found for all students with disabilities, regardless of their disability label, the severity of their disability, their gender, or their family’s socioeconomic status.

No studies conducted since the late 1970s have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings (Falvey, 2004).

Leaders in the field (e.g., Wehmeyer & Agran, 2006) identify the general education classroom as the optimal place where access to the general education curriculum occurs.

A meta-analysis of research in inclusive education conducted by McGregor and Vogelsberg (1998) found:

- Students with intellectual and other developmental disabilities in inclusive classrooms had a higher likelihood to be identified as a member of a social network by peers without disabilities.
- There is a small-to-moderate beneficial effect of inclusive education on the academic and social outcomes of students with disabilities.
- Students with disabilities demonstrate high levels of social interaction in settings with typical peers.
• Social competence and communication skills improve when students with disabilities are educated in inclusive settings.

• Students with disabilities have demonstrated gains in other areas of development when they are educated in inclusive settings, such as level of engagement, involvement in integrated activities, affective demeanor, and social interaction.

• The performance of students without disabilities is not compromised by the presence of students with disabilities in their classrooms.

• Typical students derive benefits from their involvement and relationships with students with disabilities.

• The presence of students with disabilities provides a catalyst for learning opportunities and experiences that might not otherwise be part of the curriculum, especially relating to social justice, prejudice, equity, and so forth.

• Parent support for inclusion is positively impacted by actual experience with inclusion, although experience alone does not shape attitudes.

• Parents of students with disabilities are looking for positive attitudes, good educational experiences, and acceptance of their child among educators.

• Although many teachers are initially reluctant about inclusion, they become confident in their abilities with support and experience.

• Support from other teachers is a powerful and necessary resource to empower teachers to problem-solve new instructional challenges.

• The IEPs of students with disabilities who are included in general education classes are of higher quality; that is, they include goals and objectives that are more closely related to desired adult outcomes and roles than the IEPs of students with disabilities who are in segregated classes.
• There is evidence to suggest that while start-up costs may initially increase the cost of inclusive services, the costs over time decrease, and are likely to be less than segregated forms of service delivery.

• There is an overall “added value” to the general education classroom of students with disabilities and their support resources.

• There are negative effects of educating students with disabilities in self-contained settings, including:
  • Poorer quality IEPs (Hunt & Farron-Davis, 1992)
  • Lack of generalization to regular environments (Stokes & Baer, 1977)
  • Disruption of opportunities for sustained interactions and social relationships with typical students (Strully & Strully, 1992)
  • Decrease in the confidence that general class teachers have for teaching diverse learners (Giangreco et al., 1993)
  • Absence of appropriate role and behavior models (Lovett, 1996)
  • Negative impact on classroom climate and student attitudes about difference (Fisher, Sax, & Rodifer, 2000)

For additional information about these and other resources, visit the new Online Resources Section at includingsamuel.com/resources.
As a central component of its mission, the Institute on Disability (IOD) at the University of New Hampshire is dedicated to providing innovative, evidence-based undergraduate and graduate academic opportunities to those interested in expanding their knowledge about disability and community inclusion.

**SPECIAL EDUCATION TEACHER CERTIFICATION IN IDD**

The Special Education Teacher Certification in Intellectual/Developmental Disabilities (IDD) prepares teachers to promote evidence-based, high quality, inclusive educational programs for students with IDD. The program emphasizes that individuals with disabilities have the same rights as individuals without disabilities to exert control and choice over their lives, to live independently, and to fully participate in and contribute to their communities.

Because of class scheduling, enrollment is feasible for practicing professionals or full time students.

*Significant financial aid is available for a limited number of highly qualified scholars.*

To learn more about this or any other IOD programs of study, call 603.862.4320, e-mail contact.iod@unh.edu, or visit us on the web at www.iod.unh.edu
The IOD Bookstore

Featuring publications, resources, and merchandise produced and recommended by the Institute on Disability and the Autism National Committee including:

**The Inclusion Facilitator’s Guide**

*Cheryl M. Jorgensen, Ph.D., Mary C. Schuh, Ph.D., & Jan Nisbet, Ph.D.*

Developed by three inclusion experts from the IOD and UNH’s Inclusion Facilitator Training Option, this guide fully prepares staff to facilitate full inclusion and transform the hearts and minds of those skeptical of reform. Whether used to prepare preservice educators or to augment the skills of in-service professionals, this comprehensive, strategy-filled guide will help inclusion facilitators create classrooms, schools, and communities where all students can flourish.

**US$29.00 | Paperback Book | 250 Pages | 2006**

ISBN 1-55766-707-1

**COMING JULY 2009!**

**The Beyond Access Model: Promoting Membership, Participation, and Learning for Students with Disabilities in the General Education Classroom**

*Cheryl M. Jorgensen, Ph.D., Michael McSheehan, & Rae M. Sonnenmeier, Ph.D.*

An innovative model that can transform schools and lives, Beyond Access will ensure that students with disabilities enjoy the benefits of full membership, participation, and learning within truly inclusive classroom communities.

Visit our exhibit in the lobby today!

1.800.378.0386 | www.iodbookstore.com
The overall goal of rehabilitation, special education, and human services is to help people with disabilities become contributing members of their communities. But when does our impulse to help others we see as less able or fortunate obscure the opportunity to work together as equals? Norman Kunc and Emma Van der Klift explore various perceptions of disability, the dynamics of benevolence, and offer practical suggestions on how people can work more cooperatively in transformative communities to solve difficult social issues.

This lecture is free and open to all UNH faculty, staff, and students, as well as the general public. For more information, visit www.iod.unh.edu.

Sponsored by a grant from the UNH Class of 1954 Academic Enrichment Fund.
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National Professional Development Center on Autism Spectrum Disorders

Cathy Pratt, Ph.D.
Indiana Resource Center on Autism

Michael McSheehan
Institute on Disability, UNH

presented by the
NH Resource Center on Autism Spectrum Disorders
at the UNH Institute on Disability
THE
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Using the power of documentary film for

INCLUSIVE EDUCATION • SOCIAL CHANGE
DISABILITY RIGHTS • WORLDWIDE OUTREACH
PUBLIC AWARENESS • CURRICULUM AND TRAINING

The Including Samuel Project is part of the Institute on Disability/UCED, a non-profit 501(c)3 organization at the University of New Hampshire. The project’s mission is to build more inclusive schools and communities through curriculum, training, and outreach.

www.includingsamuel.com
This is to certify that

______________________________________

(Name)

has successfully completed the

THE NEW ENGLAND INCLUSIVE EDUCATION
LEADERSHIP SUMMIT

April 10, 2009

and received 6 hours of instruction

Dan Habib, Including Samuel Project Director
Institute on Disability